Texas Education Agency
Standard Application System (SAS)

2016–2018 PreK Partnership Planning Grant

		FOR TEA USE ONLY
Program authority:	The Child Care and Development Block Grant Act of 2014 (CCDBG Act) and Texas Education Code (TEC) §29.158.	Write NOGA ID here:
Grant Period	February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.	
Application deadline:	5:00 p.m. Central Time, October 25, 2016	Place date stamp here.
Submittal information:	**Three** complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Marnie Glaser: marnie.glaser@tea.texas.gov	
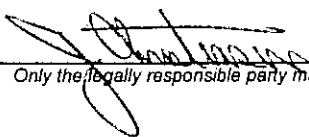
Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Arrow Academy	021805		
Vendor ID #	**ESC Region #**		**DUNS #**
17426369058.000	Region 6		839906070

Mailing address		City	State	ZIP Code
2423 Earl Rudder Fwy Suite 200		College Station	TX	77845

Primary Contact

First name	M.I.	Last name	Title
Jim		Christensen	Superintendent
Telephone #	**Email address**		**FAX #**
979-575-4346	jim.christensen@arrowacademy.org		866-871-1480

Secondary Contact

First name	M.I.	Last name	Title
Curt		Mackey	Business Manager
Telephone #	**Email address**		**FAX #**
979-703-8820	curt.mackey@arrowacademy.org		866-871-1480

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I. Last name	Title
Jim	Christensen	Superintendent
Telephone #	**Email address**	**FAX #**
979-575-4346	Jim.christensen@arrowacademy.org	866-871-1480
Signature (blue ink preferred)	Date signed	

November 1, 2016

Only the legally responsible party may sign this application.

701-16-109-003

Schedule #1—General Information

County-district number or vendor ID:	021805	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☐	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 021808	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letter of Partnership Intent	A signed letter of intent from both parties; Local Education Agency and a Texas Rising Star 4 provider. See page 15 of the Program Guidelines for additional information.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
x	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
x	I certify my acceptance of and compliance with the program guidelines for this grant.
x	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
x	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
x	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 021805	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

x   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Districts or charter campuses will be required to initiate and implement a minimum of one contractual preK partnership with a TRS 4 provider/s within 6-18 months of receiving grant approval. If a minimum of one contractual agreement is initiated, a district or charter may also use the funding to expand SRI partnerships.
4.	Each contractual agreement for provision of preK 3 and 4 by private provider must include at least one of the following: a) District Charter b) District of Innovation c) Contract for Educational Services
5.	SRI expansion must include provision of: a) Curriculum and progress monitoring tool for prekindergarten students served in the private child care center b) Shared professional development and training for private child care center including but not limited to use of CLASS (Classroom Assessment Scoring System) and review of prekindergarten guidelines for improving teacher instruction
6.	Every grant application must include planning for at least one contractual agreement with a TRS 4 private provider and include a letter of intent signed by a TRS 4 provider to be considered for the grant.
7.	The applicant shall agree to contract with a TRS 4 provider for a minimum of 3 years given the private provider continues to maintain TRS 4 status and perform at identified levels of performance as agreed to within the contract.
8.	The applicant will use the grant funding to plan and implement a minimum of one 3 year contractual agreement with a TRS 4 private provider and, if intended, expand SRI partnerships.
9.	The applicant will use the grant funding, if intending to expand SRI, to include curriculum, professional development for private provider staff, and use of student progress monitoring in.
10.	The applicant will use the funding to implement use of the CLASS to inform instructional coaching to prekindergarten teachers.
11.	The applicant will use the funding to align or purchase curriculum for the private provider/s.
12.	The applicant will use the funding to provide early childhood professional development, that is being offered to district educators, to TRS 4 providers and other TRS 2 and TRS 3 level providers in the community.
13.	The applicant will use the funding to develop a sustainability plan for continuation and expansion of partnerships after the grant period.
14.	The applicant will use the funding to provide for a prekindergarten student progress monitoring tool within partner provider classrooms.
15.	The applicant will evaluate student outcomes with use of results from a Kindergarten Readiness assessment.
16.	The applicant will include students enrolled in 3 and 4 yr old private provider classrooms in the PEIMS data submission for the district.
17.	The applicant will implement the compliance and monitoring tool provided by Texas Education Agency a minimum of two times a year to assist with monitoring private providers for compliance and identification of effective practices.

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Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 021805	Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District # 021805	NameJim Christensen	Telephone number979-575-4346	$450,000
	County-District Name Arrow Academy Charter School		Email address jim.christensen@arrowacademy.org	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount

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	Schedule #3—Certification of Shared Services (cont.)			
County-district number or vendor ID:			**Amendment # (for amendments only):**	
#	**County-District # and Name**	**Authorized Official Name and Signature**	**Telephone Number and Email Address**	**Funding Amount**
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	**450,000**

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 021805	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

We know early childhood education positively impacts the educational outcomes of children in the long-run and is cost-effective for the community. Scientific research continues to show that a child's experiences before elementary school directly impact brain development in ways that affect later learning, behavior, and physical and mental health; children from families at poverty levels of income, because of life stresses, psychological distress, and poor parental role models, are at the highest risk for not engaging in experiences that are most likely to promote school readiness, including those that advance a child's language and literacy development; and there is often a serious mismatch between the preparation of early childhood educators and the preparation needed to optimize classroom practices.

The educational philosophy in our partnership is founded on the strong portfolio of research that shows strong Pre-K programs can help amend current academic gaps and discrepancies in transitions if the Pre-K and elementary environment are contiguously aligned. The trend of universal Pre-K, state-funded preschool programs and collaborative transition processes are becoming the norm rather than the exception across America. The ongoing review continues to focus on the quality of these programs and transitions. This is the intent of Arrow Academy Charter School (AA) and the partnering Early Childhood Centers (ECC) to model this process for other organizations and replicate both internally and externally in school districts. Therefore, an opportunity to embed this research, early childhood centers and K-5 staff, facilities, training and studying of students on one coherent system and environment addresses a great start to school so a child can have a better way of life.

Arrow Academy Charter School wants to partner with high performing organizations to ensure Pre-K and elementary learning relationships are embedded in the same environment by "pushing down and pulling up" the academic opportunities for students as one coherent learning unit. Advances in cognitive science disclose that very young children are capable of much more academically than we used to assume. High quality, age-appropriate and rich learning environments are too often unavailable to the poor and minority populations of our communities. These are the children who are most likely to gain the most benefit from these innovations.

Therefore, a need exists to ensure school readiness is accomplished through a multi-dimensional process that encompasses connections between the school, the community and the family. A child ready for school, as defined by the National Education Goals Panel, has dimensions that display: physical well-being, socio-emotional development, language development approaches to learning and cognition and general knowledge.

Partnering with the nationally recognized education organization, Children's Learning Institute (CLI) from the University of Texas Houston Health Science Center, and high performing Early Childhood Centers will ensure the best practices, research, metrics and monitoring are embedded in the school's classrooms and centers. The proven results that are balanced with innovative classroom practices aligned to how kids learn will maintain the high quality education all kids and parents deserve from a public school. With a focus on increasing children's school readiness through consistent research-based curricula, classroom resources, technology-driven child progress monitoring, teacher/staff professional development with mentoring, and program evaluation.

The AA framework will organize the system's strategy and processes in one seamless grouping focus from Pre-K to second grade. The education plan, within the framework, will begin with common understandings, practices and alignment with the existing ECC staff and the staff of AA. In Pre-K, the Texas School Ready (TSR) model developed by CLI will be implemented. TSR combines the use of state-adopted curriculum, student assessment, comprehensive teacher development resources, instructional coaching, classroom materials, and supplemental curriculum activities. The online platform, CLI Engage, provides teachers with ongoing access to the integrated suite of CIRCLE resources and tools for teachers. Ongoing training and support from CLI will allow AA Instructional Coaches to provide effective support for ECC teachers as they utilize CLI Engage to improve instructional practices and to provide consistent and strong support across all ECCs and classrooms.

The challenges of the student population in Arrow Academy focus on the highest need children in the poverty neighborhoods witin thier designated communities. The strategies to recognize individual learning needs translates into flexibility in learning environments, targeted classroom grouping strategies, the right research for the right groups of kids and appropriate time to learn in order to meet standards at a proficient and higher level is the key to getting kids ready for school and to enter the race at the same starting line as their peers.

Each ECC and campus embrace Professional Development focusing on learning strategies, Pre-kindergarten

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Guideline Alignment (PKGL) and Texas Essential Knowledge and Skills (TEKS) alignment, lesson planning and evaluation. This will be conducted in face-to-face PLC meetings; site visits and coaching sessions; taregeted release day shadowing sessions. Each campus will utilize the web-based support from CLI, along with the face-to-face training and support of AA Instructional coaches support by CLI, to support the teachers' needs and coaching areas to avoid long gaps of poor or misunderstood delivery of important teaching techniques expected in this work.

The population anticipated in the partnership covers the entire spectrum of ethnicity, poverty, at-risk and multiple languages in our targeted communities. The focus is on high need students who are entering at risk and developmentally behind in academic expectations for the designated age or grade level.

Achievement is the foundation of learning from a written curriculum that is grounded, implemented and monitored for present and future use by the students. Instead of thinking of content as concepts to be covered, knowledge and skills should be understood as the means of addressing questions central to understanding key issues in the various subjects. Students should develop flexible understanding of when, where, why, and how to use their knowledge to solve new problems. Understanding happens when knowledge and skills are blended and transferred when content is used.

Students in ECCs will will be assessed using the CIRCLE Progress Monitoring measures provided through CLI Engage. Children will be assessed in all subjects throughout the school year including mathematics, reading, writing, social studies and science. Using the CIRCLE Progress Monitoring data and tools to help guide them, teachers will divide students into groups based on needs, learning style and other factors. Each group is challenged with concepts and skills appropriate to their readiness level. Each and every group raises the bar for kids, requiring them to stretch themselves to meet expectations. Continuing assessments throughout the year will be used to validate or change placement.

Data-based decision-making allows teachers to prioritize every minute of instructional time according to the needs of their students. Thus, child assessment data is central to the multi-tiered framework. With such practices as universal child assessments being administered to all students at the beginning, middle, and end of the year by the classroom teacher to determine the level of support each child needs, we are establishing a clear understanding of what accountability looks like in a classroom. This accountability philosophy seeks to prevent and remediate problems systematically and early, rather than waiting for children to fail grade three state tests or become bored with a pace too slow to stay motivated. Teachers will be trained to use data from these assessments to make decisions about necessary modifications to their lesson planning and instruction. In these ways, assessment data will drive instructional decisions.

Data and backwards design strategies will also be used to determine professional development priorities for instructional coaches who will provide training supports that are tailored to each classroom's needs. Teachers tend to be accepting of this approach because coaches focus on needs of their students as well as needs identified with systematic observation of the teacher's instructional quality. All PKGL/TEKS will be embedded into the student performance standards in multiple ways to ensure coverage, teaching and learning and re-exposing as needed, based on each student's rate of learning.

The framework focusing on transition and collaboration from ECC to public K-12 will emphasize social and emotional development in partnership with emerging core content development and success for all participating students.

Schedule #6—Program Budget Summary

County-district number or vendor ID: 021805	Amendment # (for amendments only):
Program authority: The Child Care and Development Block Grant Act of 2014 (CCDBG) and Texas Education Code	

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(TEC) §29.158	
Grant period: February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.	Fund code/shared services arrangement code: 203/292

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre-Award Cost
Schedule #7	Payroll Costs (6100)	6100	$377,520	$15,000	$392,520	5,000
Schedule #8	Professional and Contracted Services (6200)	6200	$33,750	$0	$33,750	$0
Schedule #9	Supplies and Materials (6300)	6300	$23,730	$0	$23,730	$0
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0	$0
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0	$0
	Total direct costs:		$435,000	$15,000	$450,000	$5,000
	Percentage% indirect costs (see note):		N/A	$0	0	0
	Grand total of budgeted costs (add all entries in each column):		$435,000	15,000	450,000	5,000

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$0	$0	$0	$0

Administrative Cost Calculation

Enter the total grant amount requested:	$450,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$22,500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 021805 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher	0	10	$332,000	$0
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director				
5	Project coordinator			$	$
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk		1	$5,000	$
10	Grant accountant/bookkeeper		1	$10,000	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
15	Title Program Coach on site		1	$44000	$5,000
16	Title			$	$
17	Title			$	$
18	Subtotal employee costs:			$391,000	$5,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay			$1,520	$
20	6119	Professional staff extra-duty pay			$	$
21	6121	Support staff extra-duty pay			$	$
22	6140	Employee benefits			$	$
23	Subtotal substitute, extra-duty, benefits costs			$1,520	$
24	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$392,520**	**$5,000**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID:	021805	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land	$0	$0
	Specify purpose:		
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0	$0

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	Two days Pre-K Foundations Training from CLI	$5,000	$0
2	One day: Introduction to Engage and CIRCLE Progress Monitoring from CLI	$2,500	$ 0
3	Developing Talkers 2 days of training from CLI	$5,000	$ 0
4	1 meeting per week with Arrow and CLI personnel: 2 hours per week total for alignment and progress of teaches and students	$6,750	$ 0
5	1 CLI classroom visit per month per center for 5 centers. 2 hours per visit,1 hour per classroom: 10 hours per month total for observation and feedback	$8,500	$ 0
6	August and September Startup Coaching Support Activities 2 days per week for first 4 weeks of school	$6,000	$ 0
7		$	$
8		$	$
9		$	$
10		$	$
11		$	$
12		$	$
13		$	$
14		$	$
b.	Subtotal of professional and contracted services:	$33,750	$0
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0	$ 0
	(Sum of lines a, b, and c) Grand total	$33,750	$ 0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 021805	Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval		
Expense Item Description	**Grant Amount Budgeted**	**Pre-Award**
6300 Total supplies and materials that do not require specific approval:	$23,730	$0
Grand total:	$23,730	0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 021805		Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**	**Pre-Award**
6413	Stipends for non-employees other than those included in 6419	$0	$0
6419	Non-employee costs for conferences. Requires authorization in writing.	$0	$0
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$	$
	Grand total:	**$0**	**$0**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
**Schedule #11—Capital Outlay (6600)**				

County-District Number or Vendor ID:			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$0	$0
66XX—Computing Devices, capitalized					
2			$	$0	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX—Software, capitalized					
12			$	$0	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX—Equipment, furniture, or vehicles					
19			$	$0	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				$	$
			Grand total:	**$0**	**$0**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 021805	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total district enrollment: 519			Total TECC Students served by grant is 260 students	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	109	42%	Attendance rate	96%
Hispanic	60	23%	Annual dropout rate (Gr 9-12)	DNA
White	44	17%	Students taking the ACT and/or SAT	DNA
Asian	26	10%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	104	40%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	25	9.6%		
Disciplinary placements	0	0%		

Comments

Indian/Pakistani make up 8% of the total student population or 21 students.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	8	62%	No degree	8	62%
Hispanic	1	8%	Bachelor's degree	5	38%
White	4	31%	Master's degree	0	%
Asian	0	0%	Doctorate	0	%
1-5 years exp.	6	46%	Avg. salary, 1-5 years exp.	24,000	N/A
6-10 years exp.	6	46%	Avg. salary, 6-10 years exp.	26,500	N/A
11-20 years exp.	1	8%	Avg. salary, 11-20 years exp.	28,000	N/A
Over 20 years exp.	0	0%	Avg. salary, over 20 years exp.	0	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 021805	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school		66	66												132
Public institution															
Private nonprofit															
Private for-profit	260														260
TOTAL:	260	66	66												392

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school		4	4												8
Public institution															
Private nonprofit															
Private for-profit	13														13
TOTAL:	13	3	3												19

Part 5: Campuses to Be Served with Grant Funds

Campus Name	Campus #	Selection Criteria
Liberation Academy	021805101	Houston area School
Harvest Prep Academy	021805102	Houston area School
Champions Academy	021805105	Houston area School
KRK Ft. Bend ECC	816084	Ft. Bend County
Foundations Cinco	1076406	Kay
Foundations Towne Lake	1507354	Cypress
Foundations Cypress	1557962	Houston
KRK Webster	1015366	Webster
KRK Katy	1050514	Katy

Schedule #13—Needs Assessment	
County-district number or vendor ID: 021805	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

According to the Texas Association of Business, early grade retentions cost $233,643,800 in additional funds in 2008-2009. These funds were used to re-educate 20,970 first graders and 11,036 kindergartners over just a two-year period. The state spent $1.3 million every school day during 2008-2009 "re-educating" students who had already attended kindergarten and first grade. Moreover, students in these two primary grades are retained more often than students in any other grade except for ninth grade.

Arrow Academy is a charter school identified to serve at risk students and has a population of 81% economicallydisadvantaged; 50% mobility; and 98.2% minority. Sixty to eighty-five percent of students enter AA significantly behind the norm in expected learning in reading and math. Results show an average age performance of 3.5 for 5 year olds entering the school system and most students entering after KG are one to three grades behind on level learning expectations.. Basic foundational skills such as comprehension, sounds, letter recognition, numerical identification and relationships and counting are examples are often times non-exisitent in KG enrollees. The ECC's are enrolling students at risk and significant language barriers. The ECC's average 20 different spoken langagues at home when they enroll in the ECC. The philosophy that defines this grant partnership and proposal is to ensure a good start in life and school with a great college-bound education.

The clear need for this project is to create a systematic process for at-risk students aligned to high performing ECC's with consultation from experts in the field and ongoing collaborative development of staff to push up and pull down best learning practices. Each entity (ECC, AA and CLI) met and reviewed all potential outcomes from the given landscape of students attending AA and the ECC's to understand the needs and plan to reduce the student achievement gaps. The needs assessment framework designed by the team to close gaps in learning and enhance partnership roles to improve student achievement in the ECC's and Arrow Academy is focused around the TEA school improvement framework. The team of leaders at each site and ECC in conjunction with Dr. Susan Landry, the executive director, at CLI met to review school data, formulated a plan and target the following areas of work within the grant.

Student Achievement Priority Needs:

Instructional delivery system that aligns PKGL/TEKS, Unit plans, lesson plans, resources, training and student data results; PLC engagement of staff from each entity to discuss learning and needs students through targeted instructional strategies; use of resources, PKGL/TEKS content, assessments, staff evaluation reliability, observations and teacher conferencing to ensure pacing and student charting will meet learning growth expectations; and support of CLI staff to model strategies and instruction in small group settings for primary learners.

School Culture and Climate Priority Needs

Implement and understand transition resources that are best practices for PKGL/TEKS in ESL; organize materials and resources for better integration into classroom practice;benchmark assessment data to use during real time instruction and projected grouping of students; and create schedules with PLC time for staff to meet and review instructional practices, alignment of TEKS, training and student data decisions.

Teacher Quality

Collaborate with staff designated time to work on student alignment to PKGL/TEKS and deconstruct to a common understanding of learning expectations; apply resources aligned to PKGL/TEKS expectations; and monitor teacher performance in weekly data walks and two formal reviews.

Curriculum, Instruction and Assessment

Prioritize training research to the best recognized strategies in transitional urban environments; integrate practices into consistent delivery methods in each site; review alignment for all content areas in all PK3-grade 2 environment

Family and Community Involvement

Increase parent engagement through student management processes to be used at home aligned to school management processes; and ensure clear communication of student status of academic performance on a quarterly basis.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 021805	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The grant will support the need for an instructional delivery system that aligns PKGL/TEKS, Unit plans, lesson plans, resources, training and student data results as studetns enter and leave the transition period.	Training staff at ECC and AA on backwards design strategies; professional development from CLI on best practices and assessments for at at risk students in grades PK3-grade 2.
2.	Focus on the use of resources, PKGL/TEKS content, assessments, staff evaluation reliability, observations and teacher conferencing to ensure pacing and student charting will meet learning growth expectations.	Deconstructing training of the TEKS through Professional Development; PLC coaching and observation of lesson plan products; walk-throughs with coach and teachers together observing and post conferencing on look fors and implementation.
3.	Use support of CLI staff to model strategies and instruction in small group settings for early childhood and primary learners.	CLI coaching on site and in PLC, staff development in pre-service and ongoing trainings during the school year fovused on alignment, pedagogy and evaluation.
4.	Implement and understand transition resources that are best practices for TEKS for English and Second Language Learners.	Defining clear plan from CLI trainers on acquisition of a second language (English) from a child's home language so the cognitive skills transfer from one language to another and enhance the ability to close the learning gap.
5.	Integrate practices into consistent delivery methods in each site.	Sustaiing practices through coaches in classrooms; PLC teams supporting needs; retention of teachers through robust evaluation enhancements in compensation when implementing with fidelity the desired instructional practices that is improving student performance.

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Schedule #14—Management Plan	
County-district number or vendor ID: 021805	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Instructional Coach	The Instructional coach should have a Bachelor's degree in education, training, subject field, curriculum or related field from an accredited College/University. They should hold aTexas teaching certification and be experienced in modeling teaching behavior to adult learners in a variety of settings (e.g. workshops, seminars,courses, etc.) with a minimum of five years successful teaching experience The primary role will be in providing assistance to leadership and instructional staff to implement CLI training, use of supplies and intervention strategies. Engaging teachers to develop a culture that: Fosters professional learning communities among the three entities Promotes all staff as learners acquiring and building a repertoire of skills to meet the needs of every student Creating professional development opportunities, related to: Evidence of student learning Data analysis Instructional best practices Peer visits with reflection Modeling instruction for staff Local school walkthrough; Collaborative team planning
2.	CLI trainers	CLI Trainers should have at least a Bachelor's degree in education, training, subject field, curriculum or related field from an accredited College/University. They should hold a Texas teaching certification and be experienced in modeling teaching behavior to adult learners in a variety of settings (e.g. workshops, seminars,courses, etc.) with a minimum of five years successful teaching experience The primary role will be in providing training and support to Instructional Coaches, leadership, and instructional staff. Supporting Instructional Coaches to engage teachers to develop a culture that: Fosters professional learning communities among the three entities Promotes all staff as learners acquiring and building a repertoire of skills to meet the needs of every student Supporting Instructional Coaches to create professional development opportunities, related to: Evidence of student learning Data analysis Instructional best practices Peer visits with reflection Modeling instruction for staff

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		5.	Evaluation of current implementation level	10/1/2017	5/31/2018
4.	Close gap in academic progress with second language learners	1.	CLI training scope, plans and agenda	10/1/2016	10/31/2016
		2.	CLI training impelmentation	6/12/2017	5/31/2018
		3.	coaches walk-throughs	8/28/2017	5/31/2018
		4.	Review teacher performance of practices	10/1/2017	5.31/2018
		5.	Monitor academic and social progess	9/11/2017	6/10/2018
5.	Collaborate at each site on common practices sustained over time	1.	Confirm implementation with fidelity	9/11/2017	6/10/2018
		2.	PLC agreements on continuing practices	8/22/2017	9/22/2017
		3.	Review of teacher performance	10/1/2017	5.31/2018
		4.	discontinue staff not meeting expectations	10/1/2017	3/1/2018
		5.			

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 021805	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

    The management of the goals and objectives will be the responsibility of the WE team. The WE team is made up of the Instructional Coach, CLI representative and site Directors. The team will meet face-to-face every two months to review data and status of the strategic plan, goals and objectives. The meeting will include ECC directors, school principals and ECC owners. Participants in the webinar that will be conducted and led by the WE team on the other month that is not face-to-face will seek full staff participation after school. Each meeting will have an agenda that will include gaps in desired progress of the objectives listed in this application; models; examples of success; and strategies to overcome the root causes of underperforming expecations.

    Weekly hudles will be conducted between the site teachers, director and instructional coach for current state of progress review and inpelmentation support topics.

    Quarterly PLC meetings will be scheduled for new training, review and alignment of PKGL/TEKS and resources in an ongoing progression of desired results to be implemented in the sites. A monthly visitation an dtraining schedule will bedistributed two months in advance to each participating teacher and site to ensure continuity and minimize conflicts. Arrow Academy serves as the facal agent and will have budget reviews during WE team meetings to ensure bidgetarly compliance and practices.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #15—Project Evaluation

County-district number or vendor ID:	021805		Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Formal assessents, benchmarks, walkthrough observations and feedback	1.	CIRCLE Progress monitoring
		2.	Baseline COT, ROOTS Math assessment
		3.	6-week benchmark progress
2.	Lesson plan products reviewed by trainers, PKGL/TEKS deconstruction validity	1.	Weekly lesson plan review
		2.	PKGL/TEKS reviewed for doncstruction by coach
		3.	Student alignment of activities in data walks by coach and leaders
3.	Surveys though exit tickets at each of training; rubric of implementation during implementation	1.	Five point Rubric on teacher effctiveness
		2.	Survey of 5 questions of quality of PD
		3.	PLC discussions and feedback about what is and what is not working to date in the training and resource exepctations
4.	Data review of closing the gap and language proficiency in student performance	1.	CIRCLE Progress monitoring phonological awareness & early math measures
		2.	CIRCLE Progress monitoring vocabulary development, letter recognition, & letter-sound correspondence measures
		3.	CIRCLE Progress monitoring early writing skills, motivation to read, and speech production and sentence skills checklists
5.	Staff evaluation, summative and formative three time duringthe year	1.	Evidence of implementation with fidelity
		2.	Participation and attendance in all trainings
		3.	Student progess on assessment measurements

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The focus on the muti-tiered monitoring system is encompassed in the CIRCLE comprehensive assessment system from a delivery of various domains that provide comprehensive reports to parents, staff and leaders. The CIRCLE Progress Monitoring System is a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children's skills over time. The data used to support the reliability and validity of the CIRCLE Progress Monitoring System came from numerous research studies done by the Children' Learning Institute over a five-year span. These research studies were primarily conducted in preschools and day cares in Texas, Maryland, Ohio, and Florida.

In order to maximize the benefits of student progress monitoring, we recognize that data reports should be easily accessible, quickly digestible, and provide multiple perspectives. The CIRCLE Progress Monitoring System's reporting features provide snapshots of student skill levels at the individual, group, class, school, and even district levels. The reports used clear visual indicators to flag students who fall below established benchmarks. Finally, student grouping features and links to recommended activities automatically provide the teacher with the first steps in beginning small group instruction that targets specific skill areas.

The assessments are time-efficient and will allow assessment of all areas within 45 minutes a system that will also provide reports to parents as well as staff as mentioned above. The direct assessment include: Language and literacy screener, rapid vocabulary naming, rapid letter naming, letter-sound correspondence, phonological awareness, book and print knowledge, styr retelland comprehension, math, science and technology screener. The observables include: approaches, early writing physcial development, social and emotional checklists; mitivation to read, sentence skills and speech production. The progress monitoring for mathematics is divided into these skill areas: counting; naming shapes; operations (e.g., addition and subtraction); identifying numbers; and shape discrimination.

The total program assessment of students served and the academic growth in core subject areas will be the lead data collected at each center. Also the teacher participants and evaluation rating of implementation will support the comprehensive data in staff effectiveness.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 021805		Amendment number (for amendments only):		

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	x	x	x

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: XXXXXX021805		Amendment number (for amendments only):	

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: XXXXXX021805			Amendment number (for amendments only):	

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: XXXXXX021805		Amendment number (for amendments only):		

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			

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